



Conference Program



2006 Nevada Department of Education
Mega Conference

Successful Schools in Action

May 5 – 7, 2006

Green Valley Ranch
Henderson, Nevada

Sponsored by:



University Center for Excellence in Disabilities
University of Nevada, Reno
1.800.216.7988

Thank You

The Mega Conference is offered in collaboration with the following organizations:



Nevada Department of Education

The Nevada Department of Education (NDE) is committed to five central goals designed to increase student achievement. NDE provides statewide leadership: (1) To improve student performance through focused and unwavering collaboration with all key partners for a cohesive and aligned implementation of statewide improvement processes that drive all levels (school, district, and state) and to increase student learning, effective teaching, and meaningful parental and community involvement; (2) To improve teaching and learning through continued use of consistent and relevant data at all levels (school, district, and state) to support the improvement planning process, to evaluate the effectiveness of planned programs, and to drive instructional decisions focused on increased student achievement; (3) To improve the performance of all students through the implementation of proven practices that enhance instruction in core academic subjects and reduce achievement gaps; (4) To implement effective statewide professional development activities and educator pre-service preparation focused on data-driven needs and proven practices that will increase student achievement as identified in school, district, and state improvement plans; and (5) To improve student achievement in middle schools and high schools through the implementation of a statewide initiative that focuses on secondary education, including strategies to improve academic achievement, increase graduation rates, decrease dropout rates, improve distribution of information to the public, and increase postsecondary program enrollment and success rates.



Nevada University Center for Excellence in Disabilities
University of Nevada, Reno
1.800.216.7988

Nevada UCED

The Nevada University Center for Excellence in Disabilities (Nevada

UCED) creates a bridge between science and practice by sharing research-based best practice evidence with communities. The Nevada UCED's mission is to work cooperatively with consumers (people with disabilities, family members, etc.), agencies and programs to assist Nevadans of all ages with disabilities to be independent and productive citizens, fully integrated into their communities.



International Center for Leadership in Education

While there is no single path to systemic school reform, certain components are essential in order for progress to be made. The International Center for Leadership in Education provides services to schools, school districts and states to help them improve their education systems by focusing on essential components necessary for progress to be made: the creation of a shared vision, building leadership, obtaining and using data for decision-making, and providing support to staff.

We would like to thank the following companies for their sponsorship of the 2006 Mega Conference:



Notes and General Information

Welcome to the 2006 Mega Conference!

Registration

Registration will be located in the Grand Ballroom Foyer on Friday and Saturday morning. After that, if you need assistance, please visit our staff room, La Luna, if you have any questions or problems.

Continuing Education Credit

There are several credit options available for attendees of the Mega Conference. You may choose any **ONE** of the following:

- .5 or 1 CEU from the Nevada Department of Education (free- no sign-up required, just fill out your agenda at a glance and have it initialed by room monitors in each session, then turn it in at the conclusion of the conference).
- PDE from Clark County (\$10 fee- sign-up required at registration).
- 1 Graduate Credit from Sierra Nevada College (\$50- sign-up required at registration, as well as a paper requirement. See the syllabus at the time of sign-up for exact coursework requirement).
- Washoe County Professional Day (you will need principal approval).

Please note that to receive any credit, you must have your agenda at a glance signed at every session you attend and turn it in at the end of the conference.

Your privacy is very important to us. Because Social Security Numbers are required for us to give credit, we ask that you provide this information at conference

check-in. We hope this will help eliminate the possibility of misplacing your Agenda at a Glance with this important information on it.

If you choose the Nevada Department of Education CEU credit option, your credit will be mailed to you approximately one month after the conference. Please make sure you have provided the address where you would like it sent.

Room Locations

All keynote sessions will be held in Grand Ballroom I & II. Breakout sessions will be located on the main conference level and the casino floor, Estancia Rooms. Please refer to your Agenda at a Glance for session locations. The conference center maps are located on page 35 for further location details.

Session and Conference Evaluations

Two evaluation forms have been included in your packet. Please take time to complete each form, as your feedback is important to us and helps us plan future professional development opportunities.

Dining Options

A continental breakfast will be provided on both Saturday and Sunday for your convenience. You will be on your own for lunch on Saturday and dinner Friday and Saturday nights. Please refer to page 34 for a list of the many dining options located both at the Green Valley Ranch and nearby.

Conference Etiquette

Please help to ensure a positive experience for everyone!

- ☞ Try to be on time for sessions.
- ☞ Turn your cell phone OFF or to Silent.
- ☞ If you must leave a session, please try to exit quietly.
- ☞ Be honest about your credit hours, and be friendly to room monitors who initial your form.

Exhibitors

Exhibit Location: Del Mar Room

Exhibit Hours:

Friday, May 5

3:00 PM – 8:00 PM

Saturday, May 6

7:30 AM – 6:30 PM

Sunday, May 7

8:00 AM – 12:00 PM

Your registration package should have contained a Vendor Sheet. Please take a moment to visit the vendor exhibits and learn about the latest materials and products they have to offer. Have 20 vendors stamp your Vendor Sheet and turn it in on Sunday morning by 8:30 AM for an opportunity to win some fabulous prizes including a complimentary registration to the 2007 Mega Conference in South Lake Tahoe!

Exhibitors

ASCD

6314 Oak Avenue

Temple City, CA 91780

Phone: 626-292-7171

Fax: 626-292-7171

Email: jflores@ascd.org

Website: www.ascd.org

The Association for Supervision and Curriculum Development (ASCD) addresses all aspects of effective teaching and learning – such as professional development, educational leadership, and capacity building. ASCD offers broad, multiple perspectives across all education professions in reporting key policies and practices.

Achieve3000

20706 Vanderwick

Katy, TX 77450

Phone: 800-365-0104

Fax: 316-221-0718

Email: jackie.harkins@achieve3000.com

Website: www.achieve3000.com

Achieve3000 solutions provide the first web-based individualized learning solutions scientifically proven to accelerate reading comprehension, vocabulary, writing

proficiency and performance on high stakes tests from Grades 2-12.

American Reading Company

421 Feheley Drive

King of Prussia, PA 19406

Phone: 610-277-4498

Fax: 610-277-4656

Email: sroseman@americanreading.com

Website: www.americanreading.com

American Ready Company's two organizational systems transform schools and districts into high performing learning communities. 100 Book Challenge, Reading Organizer, is a unified, standards-based system that organizes and ignites district-wide reading achievement PreK-12 in English and Spanish. The Curriculum Integration Project (CIP), Curriculum Organizer, uses a tiered instructional framework, allowing all students to work towards mastery of grade level content standards while receiving differentiated support in reading and writing based on demonstrated academic need.

Audio Enhancement

14241 South Redwood Road

Bluffdale, UT 84065

Phone: 801-254-9263

Fax: 801-254-3802

Email: nicci@audioenhancement.com

Website: www.audioenhancement.com

Audio Enhancement is a leader in classroom amplification systems. Nationwide studies have shown the effectiveness of Audio Enhancement technology in improving the learning environment of students. Research has established direct, positive correlations with the implementation of Audio Enhancement classroom systems.

CTB/McGraw-Hill

2857 Eagle View Court

Evergreen, CO 80439

Phone: 303-674-3418

Fax: 303-674-3419

Email: gail_carpenter@ctb.com

Website: www.ctb.com

CTB is the leading publisher of standardized achieve-

Exhibitors

ment tests for children and adults. CTB/McGraw-Hill products and services promote excellence in teaching and learning, while providing objective reports of individual student strengths. Test results determine whether students know and understand what they are taught, and identify both students and schools that need to improve performance.

Compass Learning

15227 N. 85th Avenue

Peoria, AZ 85381

Phone: 602-770-2109

Fax: 623-547-7683

Email: lvalead@compasslearning.com

Website: www.compasslearning.com

CompassLearning is an innovative, research-based educational technology corporation committed to working with educators and parents to improve the academic achievement and performance of all Pre-K students. With more than 30 years of experience in the field of researched-based instructional technology, CompassLearning delivers standards-based assessment, standards-aligned PreK-12 curriculum, and comprehensive data reporting for improved student achievement.

Cross Match Technologies

3950 RCA Boulevard, Suite 5001

Palm Beach Gardens, FL 33410

Phone: 561-493-7358

Fax: 561-622-9938

Email: debi.dorne@crossmatch.com

Website: www.crossmatch.com

Cross Match Technologies, Inc. is providing a wide array of electronic fingerprint capture solutions to a number of state and local government organizations to scan the fingerprints of children for identification and tracking purposes. In addition, our solutions are being used to capture and electronically submit the prints of caregivers, volunteers, teachers, bus drivers and other employees who work with children to law enforcement agencies for criminal history background checks

Educational Paperwork Solutions, Inc.

466 Greenleaf Court

Goleta, CA 93117

Phone: 805-685-4657

Fax: 805-685-4743

Email: steve@spedtech-eps.com

Website: www.spedtech-eps.com

Educational Paperwork Solutions has been providing IEP development solutions to the State of Nevada since 2000 using the Special Education Support Program (SESP). The SESP program is a teacher oriented software, with many comprehensive and integrated features, such as validating and documenting the student's compliance status, managing paperwork and checking the accuracy of completed IEP's. The forms used in this program can be customized to your school district.

Enterprise Computing Services

8744 Main Street

Woodstock, GA 30188

Phone 770-591-8060

Fax: 770-591-5434

Email: dennis@ecsinc.net

Website: www.ecsinc.net

Enterprise Computing Services specialize in innovative, web-enabled applications and data warehousing solutions for State Departments of Education and regional School Districts. Our data warehousing solutions are designed to alleviate accountability issues as well as support the decision-making process with built-in business intelligence.

Great Source Education Group

1370 Edelwyss Road

Tillamook, OR 97141

Phone: 503-842-6416

Fax: 978-661-1333

Email: mark_Hansen@hmco.com

Website: www.greatsource.com

Serving the learning needs of students in grades Pre-K through grade 12, Great Source Education Group publishes standards-based resources for the core curricu-

Exhibitors

lum areas of reading, writing, language arts, math and science. Recognizing the diverse demands of today's classrooms, Great Source provides materials to reach a wide variety of learning styles, from on-level students to striving learners.

Great Books Foundation

35 East Wacker Drive #2300

Chicago, IL 60601

Phone: 619-522-2155

Fax: 312-407-0334

Email: dan.orr@greatbooks.org

Website: www.greatbooks.org

The Great Books Foundation is an independent, nonprofit educational organization whose mission is to help people learn how to think and share ideas. Towards this end, the Foundation publishes collections of classic and modern texts for children and adults, and conducts training in the Shared Inquiry method of discussion throughout the United States and abroad. Through text-based discussion, shared inquiry strengthens critical thinking and civil discourse, promotes reading and the appreciation of literature, and provides people of all ages with a powerful instrument for social engagement and lifelong learning.

Green Light Go, Inc.

7919 Trail Dust Drive

Las Vegas, NV 89113-1702

Phone: 702-234-9715

Fax: 702-362-7802

Email: bel@anv.net

Website: www.greenlightgo.us

Greenlight Go Inc. offers educational products and tools that utilize hand-eye coordination as well as tactile, visual, and auditory cueing devices for positive reinforcement to promote learning. The tools allow students to utilize the system repetitively until learning is reinforced and recalled in privacy.

Houghton Mifflin

3848 Greenfield Lakes Street

Las Vegas, NV 89122

Phone: 702-265-4898

Fax: 408-453-3426

Email: Melissa-wilson@hmco.com

Website: www.hmco.com

Houghton Mifflin School Division publishes science, reading, language arts, mathematics, and social studies textbooks, as well as an integrated pre-K curriculum. In addition, the division produces programs for reading and math intervention, professional development tools, and learning technologies.

International Center for Leadership in Education (ICLE)

1587 Route 146

Rexford, New York 12148

Phone: 518-399-2776

Fax: 518-399-7607

Email: info@leaderEd.com

Website: www.leadered.com

The International Center has a wealth of experience in assisting schools and districts in implementing organizational changes that translate into world-class curriculum, instruction, and assessment systems. The International Center's work is based on the premise that students are living in a world that is changing dramatically and the education system needs to adapt to those changes in order to prepare students for the world in which they will live and work. The International Center's mission: "ALL students have an opportunity for a rigorous and relevant education."

Lakeshore Learning Materials

2695 East Dominquez Street

Carson, CA 90895

Phone: 800-421-5354

Fax: 310-632-8314

Email: mjohnson@lakeshorelearning.com

Website: www.lakeshorelearning.com

For 50 years, Lakeshore Learning Materials has been supplementing school curriculums with the highest-quality educational materials available. We offer a wide range of innovative learning materials that represent the most current research-based findings.

Exhibitors

Measured Progress

171 Watson Road
Dover, NH 03820
Phone: 603-749-9102
Fax: 603-749-6398
Email: zulma@measuredprogress.org
Website: www.measuredprogress.org

The mission of Measured Progress is to improve teaching and learning by providing customized assessment products and educational services. We collaborate with our clients nationwide, tailoring standards-based educational assessments and professional development programs to measure student achievement and improve teaching and learning. It's about student learning. Period.

Northwest Evaluation Association

585 SW Meadows Road, Suite 200
Lake Oswego, OR 97035
Phone: 503-624-1951
Fax: 503-639-7873
Email: jeff.tilton@nwea.org
Website: www.nwea.org

With more than 1900 partner districts, NWEA fosters a community of educators that is dedicated to improving teaching and learning. NWEA provides products and services to measure and promote academic student growth and school improvement. These include accurate assessments, timely reporting, practical classroom resources, and ongoing professional development.

Pearson Scott Foresman

915 Royal Moon Avenue
Las Vegas, NV 89123
Phone: 702-263-8700
Fax: 702-263-8725
Email: Karin.ekanger@scottforesman.com
Website: www.scottforesman.com

Pearson Scott Foresman is the world's leading educational publisher. Its full line of educational resources supports teachers and helps schools and districts meet new demands for adequate yearly progress and reporting. Pearson Scott Foresman publishes school curriculum materials in all subject areas, including reading, language arts, mathematics, science, social studies,

music, art, bilingual, ESL/ELL, and religion. Its educational resources and services include textbook-based instructional programs, curriculum Web sites, digital media, assessment materials, and professional development.

Perma-Bound Books

7602 Sudan Court
Las Vegas, NV 89149
Phone: 702-280-6420
Fax: 702-869-6222
Email: marshalafferty@perma-bound.com
Website: www.perma-bound.com

Perma-Bound provides quality, hardback books with strong bindings and a satisfaction guarantee. Our guarantee is simple: If you are ever dissatisfied with a book in our Perma-Bound binding, we will replace it. Our company purchases classroom resources from over 400 publishers and distributes them based on your school or classroom needs. We offer a variety of levels from PreK-12. Stop by to learn about the many resources we have to support your basal series as well as learn about our CRATE Collections System that offers a unique organizational solution to your K-6 classroom and library literature needs.

Pearson Prentice Hall

1415 L Street, #800
Sacramento, CA 95814
Phone: 702-375-8833
Fax: 702-240-7995
Email: Marilyn.Loop@PHSchool.com
Website: www.pearson.com

Pearson Education is the world's leading education company. We publish textbooks, multimedia programs and online services; we develop, process, analyze and report tests and we produce software that powers the management of schools. We are engaged in these activities for every age and level of student.

Exhibitors

Pitsco Systems

PO Box 1708

Pittsburg, KS 66762

Phone: 620-231-0000

Fax: 620-231-1339

Email: tkukovich@pitsco.com

Website: www.pitsco.com

Pitsco has been a company dedicated to helping students and teachers succeed since its inception. After more than 30 years of innovation, Pitsco products and solutions now serve more than seven million students every year.

Renaissance Learning

2911 Peach Street

Wisconsin Rapids, WI 54494

Phone: 715-424-3636

Fax: 715-424-4242

Email: jmvetron@renlearn.com

Website: www.renlearn.com

Renaissance Learning is the leading provider of computerized assessment and progress-monitoring tools for PreK-12 schools and districts. Adopted by more than 67,000 North American schools, Renaissance Learning's daily and periodic progress-monitoring systems give students, teachers, and administrators continuous formative feedback that informs instruction and helps teachers motivate students, accelerate learning, improve test scores, and ensure mastery of standards—all while reducing teacher paperwork.

Riverside Publishing

425 Spring Lake Drive

Itasca, IL 60143

Phone: 800-323-9540

Fax: 505-856-9896

Email: Elma_Pineda-Raney@hmco.com

Website: www.hmco.com

Riverside Publishing offers a wide range of highly regarded clinical, state, formative, educational, and group assessment products. As a charter member of the Association of Test Publishers, Riverside serves both the K-12 educational market and the clinical

assessment market with print, CD-ROM, and online assessment tools.

SRA/McGraw-Hill

3610 NE Peerless Place

Portland, OR 97232

Phone: 503-806-2455

Fax: 503-234-9440

Email: suzan_campbell@mcgraw-hill.com

Website: www.sraonline.com

SRA/McGraw-Hill has more than 60 years of experience in working to help every child learn. We publish preschool to 8th grade products for reading, phonics, Direct Instruction, language arts, mathematics, science, art, social studies, test preparation, world languages, and early childhood instruction.

Saddleback Educational Publishing

3 Watson

Irvine, CA 92618

Phone: 749-860-2500

Fax: 949-860-2508

Email: tim@sdlback.com

Website: www.sdlback.com

Saddleback Educational Publishing offers thousands of High Interest Curriculum Materials for grades K to 12, adult, ESL and at-risk students. Our broad selection includes award-winning paperback books, reproducibles, read-alongs, videos, textbooks, workbooks, software and more.

USA Testprep, Inc.

229 West Church Street

Cartersville, GA 30120

Phone: 404-429-8545

Fax: 877-456-9302

Email: joe@usatestprep.com

Website: www.usatestprep.com

USA Testprep Inc is an online resource to help students effectively prepare for their graduation tests/exams. Our subscribers include all high schools and districts whose students are required to pass the state-developed tests.

Exhibitors

Vantage Learning

110 Terry Drive

Newtown, PA 18940

Phone: 602-317-0599

Fax: 602-956-0322

Email: dgibson@vantage.com

Website: www.vantagelearning.com

Vantage Learning has provided high-quality, large-scale online assessment services employing advanced technologies since 1998. Vantage provides educational and high-stakes assessment solutions in all 50 states and delivered more than 17 million assessments in 2003.

Conference Sessions

Friday, May 5, 2006

5:00 PM – 7:30 PM

Welcome

Prelude Session – Grand Ballroom I & II



Preparing Students for Their Future

*Dr. Willard R. Daggett, President
International Center for Leadership in Education, Rexford, NY*

Schools must prepare students for their future – not our past. The future is being shaped by four mega trends – globalization,

demographics, technology, and changing values/attitudes. Dr. Daggett will describe these trends and their impact on what students need to know and be able to do. He will conclude by discussing the impact on students, schools, and society if we do not prepare students adequately for this changing world.

7:30 PM – 9:30 PM

**Nevada Successful Schools Reception
*Estancia ABC***

Selected Nevada Schools

Please join us in recognizing schools across Nevada that have earned honorary distinctions. This reception will also provide opportunities to learn about the Nevada schools that will present their successes on Saturday during the morning breakout sessions. Use this time to preview content to help you decide which school sessions to attend. Please refer to pages 19 – 30 for more details. See you there!

Saturday, May 6, 2006

7:00 AM – 8:00 AM

Continental Breakfast – Grand Foyer

8:00 AM – 9:30 AM

Keynote Address – Grand Ballroom I & II

Successful Schools – From Research to Action Plans

*Dr. Willard R. Daggett, President
International Center for Leadership in Education, Rexford, NY*

Based upon meta-analysis of the research on school improvement, Dr. Daggett will describe 10 components found in the nation's most successful schools. He will then lay out seven suggested actions schools should take to move all students to achieve a rigorous and relevant curriculum.

9:45 AM – 11:15 AM

Nevada Successful Schools Sessions

Spotlight on Nevada Schools

Selected Nevada Schools

The following sessions are intended to inform you of the great things that are happening in several schools right here in Nevada, and that can be replicated at other sites, like your school! In each session, three schools from across the state will share specific examples and practices that have successfully contributed to increases in student learning and achievement. Sessions are organized so that one is dedicated to elementary schools, two are dedicated to secondary level schools, and one session is dedicated to schools that have alternative structures. Please refer to pages 19 – 30 for more details about the schools. Additional information will be available from the schools at the Friday night reception.

**Nevada Successful Schools – Secondary A
*Grand Ballroom III***

*Clark High School (Clark)
Kingsbury Middle School (Douglas)
Pahrangat Valley High School (Lincoln)*

**Nevada Successful Schools – Secondary B
*Grand Ballroom IV***

*Rancho High School (Clark)
Silverado High School (Clark)
White Pine High School (White Pine)*

Conference Sessions

Nevada Successful Schools – Elementary Estancia ABC

Desert Heights Elementary School (Washoe)

Givens Elementary School (Clark)

Panaca Elementary School (Lincoln)

Nevada Successful Schools – Innovative School Structures

Estancia FG

Cahlan-Edison Elementary School (Clark)

Coral Academy of Science (Washoe)

Las Vegas Academy (Clark)

11:15 AM – 12:45 PM

Lunch- On your own (Please see page 34 for dining options located on the property and nearby)

12:45 PM – 2:15 PM

Concurrent & Focus Sessions

Meeting AYP in a Title I School -A Comprehensive Elementary School Reform Model* Grand III

Terri Sessoms, Curriculum Coach, Four Oaks Elementary, Johnston County, North Carolina

What does it take to consistently make AYP in a low wealth, Title I school when the challenges are uncomfortable, impossible, and overwhelming? Through comprehensive school reform, Four Oaks created a Gifted and Talented Theme School and began a comprehensive reading reform process with no additional resources and moved over 90% of our students to proficiency. Presenters will share strategies, research, and processes, which allowed students, parents, and staff to reinvent a community of learners where interests, motivation, and complete consensus crafted a willingness to work harder and smarter.

Leadership Is Elementary* Estancia FG

*Bonnie Brown, Sandi Johnson, Lorie Lee, Cindy Mitchell, Teachers and Beth Sharpe, Principal
English Estates Elementary School,
Fern Park, Florida*

English Estates Elementary is at the beginning of a journey - striving to move from a promising school to a proven model of success. During the past year, the English Estates staff has implemented Leadership is Elementary – a comprehensive program transforming

the culture of the school, developing personal leadership skills in students and staff members, and utilizing data to improve all aspects of the school. This session will share practical, child-centered, and easy-to-implement models that empower students to take responsibility for their learning, empower teachers to differentiate instruction, and empower parents to be involved in their child's education.

From Failure to Success* Del Fuego

*Patrick Galatowitsch, Principal
Rolling Hills Elementary School, Orlando, Florida*

This session will share concrete strategies that took Rolling Hills Elementary from a failing inner-city school to a school where children are learning and continuing to strive to even higher levels of achievement. In 1997 Rolling Hills was designated by the State of Florida to be a “critically low failing school.” Since that time student achievement has increased dramatically in spite of significant demographic changes that would predict otherwise. Rolling Hills has received National Recognition for their efforts in closing the achievement gap.

Culture of Success: A Collaborative Community* El Viento C

*Marilyn Jackson, Principal
Bowie Middle School, Amarillo, Texas*

Bowie Middle School has focused on what is best for students, learning and our school. Activities and attributes include teaming in and across instructional areas, implementation of differentiated instruction, open communication with all stakeholders, and acknowledgement of positive behaviors with our Pride Tribe program. Development of a schedule that allows us to accelerate and remediate during the school day as well as offer professional development during the day results in opportunities to improve and support the curriculum. Collaboration has been the essential element in working successfully toward this end.

*** Session will be repeated Saturday**

Conference Sessions

Flagstaff Middle School — Nothing Less Than the Best*

Estancia ABC

*Ilona Anderson, Principal
Flagstaff Middle School, Flagstaff, Arizona*

Flagstaff Middle School was created to give students a vision and foster the belief that they can be successful, both in academics and behavior. This session will describe the journey from the beginning stages of the “No Excuses” philosophy to present-day success. Key factors include high parental involvement, students held to high standards and accountability no matter what their learning level, learning infused with high levels of technology, student-directed learning, strict attendance requirements, focus on character and community service, interdisciplinary units geared to higher level thinking skills, the teacher as the key to quality, and relevant and rigorous teaching. Two sample integrated projects will be shared in an interactive presentation that will cover all components necessary for a successful middle school program.

Improving Student Achievement for ALL*

El Viento D

*Janette Milano, Principal, and Lynn Allred and Nicole Svec Welch, Assistant Principals
South Hills Middle School, Riverton, Utah*

Guided by the four “R’s” Rigor, Relevance, Relationships, and Reflection, South Hills Middle School has seen increased test scores, increased attendance, and a decrease in behavioral referrals. All school personnel understand that true and meaningful education stems from enhanced expectations with an emphasis on real world-applicability. South Hills is model of quality reflection, as teachers and administration meet in quarterly collaboration cycles where academic and behavior goals are developed, processed, and analyzed.

A.J. Moore Academy*

Grand IV

*Dr. Debra Bishop, Principal,
A.J. Moore Academy, Waco, Texas*

A.J. Moore is one of the most successful career academy models in the country. This session will discuss the specific strategies used to create a personalized learning environment, implement a rigorous and relevant curriculum, and increase academic achievement for all students.

Successful Practices and Strategies to Raise Student Achievement*

Grand II

Randy Hutchinson, Principal, John Murray, Assistant Principal, and Linda Vancil, Counselor/Department Chair, David Douglas High School, Portland, Oregon

Despite a high poverty level and an increasing immigrant population, the percent of students going on to postsecondary education from David Douglas High School has nearly doubled in the past ten years. This success is attributed to raising graduation standards; rigor, relevance, and high expectations; a culture that fosters relationships; extensive community partnerships; and ongoing efforts to make connections with all student through mentoring, counseling, career pathway programs, and enrichment activities. David Douglas High School has maintained a traditional framework while raising performance standards and providing the skills and experiences necessary for all students to succeed in their post-high school endeavors. The session will describe these strategies for organizing, developing, and maintaining a system of school improvement, as well as, portfolios, senior capstone projects, smaller learning communities, and career-based learning opportunities at every grade level.

Breaking Through: From Condemned To Commended*

Del Sol

*Mel Riddile, Principal
Stuart High School, Falls Church, Virginia*

In January 2005, President Bush chose J.E.B. Stuart High School as the location to deliver his policy speech on high school reform, citing the school’s reputation for “serving the underserved.” Stuart, with high expectations for all students, its emphasis on school wide literacy, and an innovative design for instructional delivery, has been called “a national model for all to emulate.” Can a diverse, high poverty, high second-language school adhere to high expectations for academic achievement and exemplary student behavior and create an environment of civility, hospitality, mutual respect and personal dignity? This session will emphasize the need to reach all students and provide practical strategies that can be replicated. The story of Stuart High School is about the rise from a failing to an award winning school and how others can do it too!

* Session will be repeated Saturday

** Session will be repeated Sunday

Conference Sessions

Focus Session: Effective Planning and Tools for Rigor and Relevance**

Grand I

*Dr. Richard Jones, Senior Consultant
International Center for Leadership in Education,
Rexford, New York*

This session will describe effective strategies and tools that can help educators get serious about rigor and relevance. The Rigor/Relevance Framework enables teachers to increase the rigor of instruction and introduce real-world relevance in the classroom. Understanding the Framework gives teachers a basis to analyze state tests, plan curriculum, design assessment, and select the most effective teaching strategies. Learn about how to adapt and develop high rigor/high relevance student performance using Gold Seal Lessons.

2:30 PM – 4:00 PM

Concurrent & Focus Sessions

Meeting AYP in a Title I School -A Comprehensive Elementary School Reform Model (repeat session)

Grand III

Terri Sessoms, Curriculum Coach, Four Oaks Elementary, Johnston County, North Carolina

What does it take to consistently make AYP in a low wealth, Title I school when the challenges are uncomfortable, impossible, and overwhelming? Through comprehensive school reform, Four Oaks created a Gifted and Talented Theme School and began a comprehensive reading reform process with no additional resources and moved over 90% of our students to proficiency. Presenters will share strategies, research, and processes, which allowed students, parents, and staff to reinvent a community of learners where interests, motivation, and complete consensus crafted a willingness to work harder and smarter.

Leadership Is Elementary (repeat session) **Estancia FG**

*Bonnie Brown, Sandi Johnson, Lorie Lee, Cindy Mitchell, Teachers and Beth Sharpe, Principal
English Estates Elementary School,
Fern Park, Florida*

English Estates Elementary is at the beginning of a journey - striving to move from a promising school to

a proven model of success. During the past year, the English Estates staff has implemented Leadership is Elementary – a comprehensive program transforming the culture of the school, developing personal leadership skills in students and staff members, and utilizing data to improve all aspects of the school. This session will share practical, child-centered, and easy-to-implement models that empower students to take responsibility for their learning, empower teachers to differentiate instruction, and empower parents to be involved in their child's education.

From Failure to Success (repeat session) **Del Fuego**

*Patrick Galatowitsch, Principal
Rolling Hills Elementary School, Orlando, Florida*

This session will share concrete strategies that took Rolling Hills Elementary from a failing inner-city school to a school where children are learning and continuing to strive to even higher levels of achievement. In 1997 Rolling Hills was designated by the State of Florida to be a “critically low failing school.” Since that time student achievement has increased dramatically in spite of significant demographic changes that would predict otherwise. Rolling Hills has received National Recognition for their efforts in closing the achievement gap.

Culture of Success: A Collaborative Community (repeat session) **El Viento C**

*Marilyn Jackson, Principal
Bowie Middle School, Amarillo, Texas*

Bowie Middle School has focused on what is best for students, learning and our school. Activities and attributes include teaming in and across instructional areas, implementation of differentiated instruction, open communication with all stakeholders, and acknowledgement of positive behaviors with our Pride Tribe program. Development of a schedule that allows us to accelerate and remediate during the school day as well as offer professional development during the day results in opportunities to improve and support the curriculum. Collaboration has been the essential element in working successfully toward this end.

Conference Sessions

Flagstaff Middle School — Nothing Less Than the Best (*repeat session*) *Estancia ABC*

Ilona Anderson, Principal
Flagstaff Middle School, Flagstaff, Arizona

Flagstaff Middle School was created to give students a vision and foster the belief that they can be successful, both in academics and behavior. This session will describe the journey from the beginning stages of the “No Excuses” philosophy to present-day success. Key factors include high parental involvement, students held to high standards and accountability no matter what their learning level, learning infused with high levels of technology, student-directed learning, strict attendance requirements, focus on character and community service, interdisciplinary units geared to higher level thinking skills, the teacher as the key to quality, and relevant and rigorous teaching. Two sample integrated projects will be shared in an interactive presentation that will cover all components necessary for a successful middle school program.

Improving Student Achievement for ALL (*repeat session*) *El Viento D*

Janette Milano, Principal, and Lynn Allred and Nicole Svec Welch, Assistant Principals
South Hills Middle School, Riverton, Utah

Guided by the four “R’s” Rigor, Relevance, Relationships, and Reflection, South Hills Middle School has seen increased test scores, increased attendance, and a decrease in behavioral referrals. All school personnel understand that true and meaningful education stems from enhanced expectations with an emphasis on real world-applicability. South Hills is model of quality reflection, as teachers and administration meet in quarterly collaboration cycles where academic and behavior goals are developed, processed, and analyzed.

A.J. Moore Academy (*repeat session*) *Grand IV*

Dr. Debra Bishop, Principal,
A.J. Moore Academy, Waco, Texas

A.J. Moore is one of the most successful career academy models in the country. This session will discuss the specific strategies used to create a personalized learning environment, implement a rigorous and relevant curriculum, and increase academic achievement for all students.

Successful Practices and Strategies to Raise Student Achievement (*repeat session*) *Grand II*

Randy Hutchinson, Principal, John Murray, Assistant Principal, and Linda Vancil, Counselor/Department Chair, David Douglas High School, Portland, Oregon

Despite a high poverty level and an increasing immigrant population, the percent of students going on to postsecondary education from David Douglas High School has nearly doubled in the past ten years. This success is attributed to raising graduation standards; rigor, relevance, and high expectations; a culture that fosters relationships; extensive community partnerships; and ongoing efforts to make connections with all student through mentoring, counseling, career pathway programs, and enrichment activities. David Douglas High School has maintained a traditional framework while raising performance standards and providing the skills and experiences necessary for all students to succeed in their post-high school endeavors. The session will describe these strategies for organizing, developing, and maintaining a system of school improvement, as well as, portfolios, senior capstone projects, smaller learning communities, and career-based learning opportunities at every grade level.

Breaking Through: From Condemned To Commended (*repeat session*) *Del Sol*

Mel Riddile, Principal
Stuart High School, Falls Church, Virginia

In January 2005, President Bush chose J.E.B. Stuart High School as the location to deliver his policy speech on high school reform, citing the school’s reputation for “serving the underserved.” Stuart, with high expectations for all students, its emphasis on school wide literacy, and an innovative design for instructional delivery, has been called “a national model for all to emulate.” Can a diverse, high poverty, high second-language school adhere to high expectations for academic achievement and exemplary student behavior and create an environment of civility, hospitality, mutual respect and personal dignity? This session will emphasize the need to reach all students and provide practical strategies that can be replicated. The story of Stuart High School is about the rise from a failing to an award winning school and how others can do it too!

**** Session will be repeated Sunday**

Conference Sessions

Focus Session: Differentiated Instruction Grand I**

*David Fine, Assistant Principal
Putnam Valley High School, Putnam Valley, New York*

The growing complexity of education requires a rethinking of instructional delivery to students. This session will share the results of a two-part study that investigated the learning styles of both regular and special education students. Specific correlations between the groups will be discussed as well as practical teaching strategies for easy implementation. Participants also will have the opportunity to assess their own learning styles and examine methodologies that will match instruction to students' learning strengths.

4:00 PM – 4:30 PM

Nutrition Break – Grand Foyer

(Please take this time to visit our exhibitors.)

4:30 PM – 6:00 PM

Concurrent & Focus Sessions

Meeting AYP in a Title I School -A Comprehensive Elementary School Reform Model (repeat session)

Grand III

Terri Sessoms, Curriculum Coach, Four Oaks Elementary, Johnston County, North Carolina

What does it take to consistently make AYP in a low wealth, Title I school when the challenges are uncomfortable, impossible, and overwhelming? Through comprehensive school reform, Four Oaks created a Gifted and Talented Theme School and began a comprehensive reading reform process with no additional resources and moved over 90% of our students to proficiency. Presenters will share strategies, research, and processes, which allowed students, parents, and staff to reinvent a community of learners where interests, motivation, and complete consensus crafted a willingness to work harder and smarter.

Leadership Is Elementary (repeat session) Estancia FG

*Bonnie Brown, Sandi Johnson, Lorie Lee, Cindy Mitchell, Teachers and Beth Sharpe, Principal
English Estates Elementary School,
Fern Park, Florida*

English Estates Elementary is at the beginning of a journey - striving to move from a promising school to a proven model of success. During the past year, the English Estates staff has implemented Leadership Is Elementary – a comprehensive program transforming the culture of the school, developing personal leadership skills in students and staff members, and utilizing data to improve all aspects of the school. This session will share practical, child-centered, and easy-to-implement models that empower students to take responsibility for their learning, empower teachers to differentiate instruction, and empower parents to be involved in their child's education.

From Failure to Success (repeat session) Del Fuego

*Patrick Galatowitsch, Principal
Rolling Hills Elementary School, Orlando, Florida*

This session will share concrete strategies that took Rolling Hills Elementary from a failing inner-city school to a school where children are learning and continuing to strive to even higher levels of achievement. In 1997 Rolling Hills was designated by the State of Florida to be a “critically low failing school.” Since that time student achievement has increased dramatically in spite of significant demographic changes that would predict otherwise. Rolling Hills has received National Recognition for their efforts in closing the achievement gap.

Culture of Success: A Collaborative Community (repeat session) El Viento C

*Marilyn Jackson, Principal
Bowie Middle School, Amarillo, Texas*

Bowie Middle School has focused on what is best for students, learning and our school. Activities and attributes include teaming in and across instructional areas, implementation of differentiated instruction, open communication with all stakeholders, and acknowledgement of positive behaviors with our Pride Tribe program. Development of a schedule that allows us to accelerate and remediate during the school day as well as offer professional development during the day results in opportunities to improve and support the curriculum. Collaboration has been the essential element in working successfully toward this end.

Conference Sessions

Flagstaff Middle School — Nothing Less Than the Best (repeat session)

Estancia ABC

*Ilona Anderson, Principal
Flagstaff Middle School, Flagstaff, Arizona*

Flagstaff Middle School was created to give students a vision and foster the belief that they can be successful, both in academics and behavior. This session will describe the journey from the beginning stages of the “No Excuses” philosophy to present-day success. Key factors include high parental involvement, students held to high standards and accountability no matter what their learning level, learning infused with high levels of technology, student-directed learning, strict attendance requirements, focus on character and community service, interdisciplinary units geared to higher level thinking skills, the teacher as the key to quality, and relevant and rigorous teaching. Two sample integrated projects will be shared in an interactive presentation that will cover all components necessary for a successful middle school program.

Improving Student Achievement for ALL (repeat session)

El Viento D

*Janette Milano, Principal, and Lynn Allred and Nicole Svec Welch, Assistant Principals
South Hills Middle School, Riverton, Utah*

Guided by the four “R’s” Rigor, Relevance, Relationships, and Reflection, South Hills Middle School has seen increased test scores, increased attendance, and a decrease in behavioral referrals. All school personnel understand that true and meaningful education stems from enhanced expectations with an emphasis on real world-applicability. South Hills is model of quality reflection, as teachers and administration meet in quarterly collaboration cycles where academic and behavior goals are developed, processed, and analyzed.

A.J. Moore Academy (repeat session)

Grand IV

*Dr. Debra Bishop, Principal,
A.J. Moore Academy, Waco, Texas*

A.J. Moore is one of the most successful career academy models in the country. This session will discuss the specific strategies used to create a personalized learning environment, implement a rigorous and relevant

curriculum, and increase academic achievement for all students.

Successful Practices and Strategies to Raise Student Achievement (repeat session)

Grand II

Randy Hutchinson, Principal, John Murray, Assistant Principal, and Linda Vancil, Counselor/Department Chair, David Douglas High School, Portland, Oregon

Despite a high poverty level and an increasing immigrant population, the percent of students going on to postsecondary education from David Douglas High School has nearly doubled in the past ten years. This success is attributed to raising graduation standards; rigor, relevance, and high expectations; a culture that fosters relationships; extensive community partnerships; and ongoing efforts to make connections with all student through mentoring, counseling, career pathway programs, and enrichment activities. David Douglas High School has maintained a traditional framework while raising performance standards and providing the skills and experiences necessary for all students to succeed in their post-high school endeavors. The session will describe these strategies for organizing, developing, and maintaining a system of school improvement, as well as, portfolios, senior capstone projects, smaller learning communities, and career-based learning opportunities at every grade level.

Breaking Through: From Condemned To Commended (repeat session)

Del Sol

*Mel Riddile, Principal
Stuart High School, Falls Church, Virginia*

In January 2005, President Bush chose J.E.B. Stuart High School as the location to deliver his policy speech on high school reform, citing the school’s reputation for “serving the underserved.” Stuart, with high expectations for all students, its emphasis on school wide literacy, and an innovative design for instructional delivery, has been called “a national model for all to emulate.” Can a diverse, high poverty, high second-language school adhere to high expectations for academic achievement and exemplary student behavior and create an environment of civility, hospitality,

**** Session will be repeated Sunday**

Conference Sessions

mutual respect and personal dignity? This session will emphasize the need to reach all students and provide practical strategies that can be replicated. The story of Stuart High School is about the rise from a failing to an award winning school and how others can do it too!

Focus Session: Secondary Special Education in North Colonie School District Grand I**

Virginia McQuade, Supervisor of Special Education, Shaker High School, Latham, New York

This suburban school district in upstate New York has pragmatic and concrete suggestions on how to integrate students with special needs successfully into secondary academic programs. The session will describe the means by which students are educated in an environment that allows for an integrated approach to supporting students with disabilities. The session will also discuss the relationship between the special education program and the general education program and how this relationship has allowed students with disabilities to enjoy academic and school success.

Sunday, May 7, 2006

7:30 AM – 8:30 AM

Continental Breakfast – Grand Foyer

8:30 AM – 10:00 AM

Closing Keynote – Grand Ballroom I & II



***Closing the Achievement Gap for Students with Disabilities:
It's Possible!***

Lawrence Gloeckler, Executive Director, Special Education Institute at International Center for Leadership in Education, Rexford, NY

It is essential that we increase achievement results for students with disabilities. This session will focus on the progress being made in various states and school districts and what is being done there that is making a difference.

10:30 AM – 12:00 PM

Special & Focus Sessions

Special Session: Nevada Department of Education Initiative Grand III

NDE Staff and Selected Schools

Throughout the conference, model schools will present a number of innovative and important strategies to boost and sustain quality student achievement. This session will provide a platform to understand the ways in which the Nevada Department of Education (NDE) is promoting these strategies. Specifically, this session will focus on five systemic solutions that support successful schools. Participants will receive information from NDE staff and school administrators regarding Professional Learning Communities (PLCs); A Balanced Assessment System; Addressing Assessment OF and FOR Learning; Intervention Systems; Content Reading; and School, College, and Career Preparedness. Walk away with an understanding of the initiatives that are in place and how to access assistance from the NDE to help your school develop and maintain these vital systemic solutions.

Conference Sessions

Focus Session: Effective Planning and Tools for Rigor and Relevance (*repeat session*)

Grand IV

*Dr. Richard Jones, Senior Consultant
International Center for Leadership in Education,
Rexford, New York*

This session will describe effective strategies and tools that can help educators get serious about rigor and relevance. The Rigor/Relevance Framework enables teachers to increase the rigor of instruction and introduce real-world relevance in the classroom. Understanding the Framework gives teachers a basis to analyze state tests, plan curriculum, design assessment, and select the most effective teaching strategies. Learn about how to adapt and develop high rigor/high relevance student performance using Gold Seal Lessons.

an environment that allows for an integrated approach to supporting students with disabilities. The session will also discuss the relationship between the special education program and the general education program and how this relationship has allowed students with disabilities to enjoy academic and school success.

Focus Session: Differentiated Instruction

(*repeat session*)

Del Sol

*David Fine, Assistant Principal
Putnam Valley High School, Putnam Valley, New York*

The growing complexity of education requires a rethinking of instructional delivery to students. This session will share the results of a two-part study that investigated the learning styles of both regular and special education students. Specific correlations between the groups will be discussed as well as practical teaching strategies for easy implementation. Participants also will have the opportunity to assess their own learning styles and examine methodologies that will match instruction to students' learning strengths.

Focus Session: Secondary Special Education in North Colonie School District (*repeat session*)

Del Fuego

*Virginia McQuade, Supervisor of Special Education,
Shaker High School, Latham, New York*

This suburban school district in upstate New York has pragmatic and concrete suggestions on how to integrate students with special needs successfully into secondary academic programs. The session will describe the means by which students are educated in

Don't forget to stop by and visit the vendors for a chance to win a complimentary registration to the 2007 Mega Conference in South Lake Tahoe!

Highlighted Nevada Schools

Cahlan-Edison Elementary School Clark County School District

Principal: Dr. Jean Jackson

Cahlan-Edison Elementary is located in the North East Region of Clark County. With a student enrollment hovering around 830, Cahlan-Edison Elementary was named a High Achieving school for the 2004-2005 school year.

With a student profile that includes 100% FRL, 71% LEP, 8% of the students on an IEP, Cahlan-Edison continues to have high parent involvement, with a 100% parent attendance at quarterly Student Learning Contract Conferences four years in a row. The school has 85.4% Hispanic, 9.2% Black/ African American, 4% White/ Caucasian, 0.6% Asian/ pacific Islander and 0.8% American Indian/ Alaskan Native.

School Highlights:

- Seven Cahlan Teachers were selected to become Edison Nations Trainers for the 2005-06 school year.
- Monthly parent meetings/ trainings were facilitated by the Counselor and the Administrator
- Every student received a college T-shirt in support of the NE Region College Initiative
- Cahlan received a \$1,500 grant from the NE Region to support student field trips and assemblies
- A partnership between Cahlan and American Premiere Homes was developed to supplement the needs of the school.
- Saturday School and before and after school tutoring was available to all students.
- Every student received a free book as a result of a book drive sponsored by the 4th grade.
- Nine teachers received grants from the North Las Vegas Rotary Club.

Highlighted Nevada Schools

Desert Heights Elementary School Washoe County School District

Principal: Debbie Duty Deery

Desert Heights Elementary School is a school that can be considered an empowered professional learning community where children's needs are analyzed continually, best teaching practices are employed day in and day out, and academic interventions are designed and fully evaluated for success. Desert Heights is an exceptional model of data-driven schooling with superior instructional leadership. Desert Heights is dedicated to providing all of the children in the school with an outstanding educational program designed to meet the needs of all of the children. The educational program is built on the premise that all children can and will learn. There are no excuses, simply hard work and dedication to meet the needs of each and every child in the school.

Curriculum and instruction are the main focus at Desert Heights Elementary School. The curriculum is consistent and viable. Teachers use the CELL/ExLL framework to teach reading out of the adopted Houghton Mifflin Reading Series. A leveled book library supplements instruction. Reading is supplemented with Accelerated Reader and READ 180. Students are instructed in the writing elements with the Step Up to Writing framework. Teachers employ GLAD strategies in instruction. Teachers in grades K-5 utilize the district adopted Everyday Math Series and grade six uses the district adopted Math Thematics Series. Math is supplemented with Accelerated Math and Math Club.

Desert Heights Elementary School's mission statement is Academic Achievement for All. To accomplish this mission, all students receive two ninety-minute literacy blocks. During the first block all students remain with their classroom teacher. During the second block all special education and ELL students receive direct instruction from the specialists while all other students remain with their assigned classroom teacher. Each teacher is responsible for completing daily, weekly, and quarterly common assessments to drive instruction based on student need. Students who need interventions are identified, interventions are planned and students are re-assessed to determine further instructional needs.

Desert Heights Elementary School has a 21st Century program to support our after school needs. Each day, students receive sixty minutes of instruction in literacy or math from licensed personnel. Students receive instruction in study skills and enrichment activities. Students who need more time may participate in summer school opportunities.

Each teacher has been trained in the CELL/ExLL framework. Desert Heights Elementary School has two literacy coordinators who support literacy instruction through continued professional development and coaching. Teachers have been trained in Step Up to Writing and receive continual training and coaching from a writing coordinator on staff. Teachers are currently being trained in GLAD strategies and three teachers are training to be GLAD trainers and coaches. A math teacher-leader assists with the math instruction and training. Teachers participate in professional learning communities to maintain a continual professional dialogue.

Desert Heights Elementary School has two partners in education, Cooper B-Line and Lemon Valley Longs' Drug, that support the school with incentives such as bikes for super students and rewards for academic achievement. A Parent Involvement Facilitator coordinates parent volunteers, parent coffee hours, parent educational opportunities and parent evening activities. Desert Heights Elementary School has a Back to School Night, Literacy Science Fair Night, Math Night, Reading Night as well as two PTA fun nights. Teachers communicate regularly with parents through phone calls, notes and written communications. A monthly newsletter keeps parents informed of all school activities.

The greatest contributing factor to the Desert Heights Elementary School's success has been the committed intense focus on our mission of Academic Achievement for All. All decisions, from the administrator to the custodian are based on this mission. Instruction is the primary focus throughout the learning community, from staff to students to parents. The institutionalization of this mission has made a profound difference in the lives of those at Desert Heights Elementary School.

Highlighted Nevada Schools

Givens Elementary School Clark County School District

Principal: Jeremy Hauser

Linda Rankin Givens Elementary School is located in Las Vegas, Nevada and is in its second year of educating students. The school's demographics include approximately 41% minority students, with about 11% of the population on Free/Reduced Lunch. The school's transiency rate was 25%. As a result of the 2004-05 state testing, our school received an AYP designation of "High Achieving – Status."

The mission of Linda Rankin Givens Elementary School is to ensure the academic and social success of every student. Specifically, our students are expected to read, write, and solve complex problems across all content areas. All students are assessed at the beginning of the year on the six dimensions of literacy which includes phonemic awareness, phonics, fluency, vocabulary/comprehension, writing, and motivation. The results are immediately shared with parents and used for instructional planning and implementation. Student progress towards grade-level standards is monitored with schoolwide and grade-level specific assessments throughout the year. The individual academic needs of students must be first addressed in the classroom. This is done through the use of researched based instructional programs. Teachers have all the materials and resources needed to implement the programs as designed. Students that struggle are provided with an additional 30 minutes of daily intervention through the use of the Lexia Lab. Student progress is again monitored and any and all growth is celebrated.

During the 2005-06 school year additional attention is been given to our writing program. Monthly writing tasks ensured students were given practice with a variety of writing genres and gave teachers a chance to collaborative score students' writing to ensure expectations were consistent across the grade-level and school. Example of student writing was share with the community through the school's newsletter. For example, one issue focused on personal narratives. The newsletter explain what a personal narrative was and showed three samples from each grade level from first to fifth. The sample included what to look for at each grade-level and specific strengths of each sample. These newsletters help communicate the school's academic mission, reinforced good writing, and helped develop schoolwide consistency.

The practices and others have lead to an outstanding first two years. Our focus on the academic achievement of our students shows not only in the standardized tests they are given but in the high quality of work they produce. The true secret of our success is the quality and dedication of the staff. It is their hard work and their commitment to the academic and social success of every student that truly makes Linda Rankin Givens Elementary school outstanding and high achieving.

Highlighted Nevada Schools

Panaca Elementary School Lincoln County School District

Principal: C. Pete Peterson

We are committed to helping every student succeed in learning. All students will learn essential academic outcomes, plus the skills and habits of mind to become life long learners. Our students will gain a passion for learning and develop the art of caring for others by the example we set. Our ultimate goal is to nurture and reveal individual greatness.

Panaca Elementary is a pre-K - 6 school located in the center of Lincoln County. It is 160 miles north east of Las Vegas and 80 miles straight west of Cedar City, Utah. Panaca Elementary has a student population of 114. We have eight teachers in classes from early intervention to the 6th grade.

Panaca Elementary was given the honor of being a Distinguished School each of the last two years. The success of Panaca Elementary is directly related to several attributes. They are:

- Class sizes are small, averaging about 16
- Teachers are dedicated to student achievement and willing to learn from one another
- A principal willing to let teachers experiment. Research based ideas begin somewhere. We like to try things.
- Money! Panaca has been fortunate to receive several small grants from agencies not associated with the district or state.
- Parental support. This is paramount to our achievement. Our library is run by volunteers. We have reading buddies. There are just too many ways parents help to name.

Panaca Elementary School has many programs that make our school unique. However, without the people involved and their individual and collective drive to make this the best school it could possible be, we wouldn't be as successful as we are. Programs listed below are some of the things we do to reach kids:

- Technology in the classroom and in the lab (keyboarding is taught down to 3rd grade)
- Trout in the Classroom (in conjunction with the Department of Wildlife)
- Salt water and fresh water fish tanks
- Accelerated Reader and Accelerated Math supplementing regular classroom instruction
- 21st Community Learning Center (After school program)
- Golden Wildcat Award
- 100 mile club
- Bi-weekly faculty meetings
- Professional Learning Communities (Horizontal and Vertical

Highlighted Nevada Schools

Kingsbury Middle School Douglas County School District

Principal: Dan Wold

School Mission: The Kingsbury Middle School community educates tomorrow's leaders in a safe and nurturing environment to reach their highest academic potential by exceeding set curriculum standards.

- Kingsbury Middle School is a learning community of 155 students and nine full-time instructors. We are surrounded by U.S. Forest Service lands, and our front doors are approximately one mile from the southeast shores of Lake Tahoe.
- Kingsbury Middle School was selected as a Nevada High Achieving School during the past year because of our high test scores. Ninety-three percent of eighth grade students were proficient on the writing assessment. Seventy-eight percent of eighth grade students were proficient in reading on the CRT assessment. Seventy percent of the sixth grade students were proficient in math on the ALT assessment.
- Our small school environment has enabled students and staff to create a positive school climate. We focus much of our resources toward the affective domain, and believe that children will achieve if they feel safe, welcome and valued. Our implementation of the Developmental Assets Program has been very effective in this regard.
- Our Parents Club is very supportive, and boosts the school financially by donating funds almost matching our building budget from district sources.
- The students at Kingsbury Middle School are very active. Though we are one of the smallest schools in our league, we compete in many interscholastic activities. 83% of our students participate in sports, and in the last year we have won league titles in track, basketball, volleyball and cross country. Recently, there were KMS Knights competing in the state Spelling Bee and Geography Bee finals, and nine of our students won awards at the regional Science Fair, more than any other school. Students also participate in activities such as Leadership, National Junior Honor Society, Pottery Club and a full slate of intramural athletics.
- Our areas of instructional emphasis have been: increasing student engagement in all classrooms; increasing activities that involve student interactions, leading to higher levels of cognition, and increasing our literacy instruction skills.

Representatives: Kimberly Anderson, Special Education; Damon Kixmiller, Technology; Toni Samuels, Library; Carly Strauss, Counselor; & Dan Wold, Principal.

Highlighted Nevada Schools

Clark High School Clark County School District

Principal: Ronnie Tee Smith

Clark High School is striving to provide an educational environment where all students have a team, club, organization, or special connection and sense of belonging within the school: our goal is to have all students affiliated with at least one special positive entity on campus whereby the sum of the organization's results are greater than the single contribution of the individual standing alone. Students attending Clark High School represent almost every country in the world, and each day students practice respect for other cultures as they take part in the unique Clark family.

Clark High School is a public high school that opened in 1965 and is one of thirty-eight schools serving the Las Vegas valley. The enrollment of 2551 students in grades nine through twelve represents a diverse ethnic and economic school community. The student body consists of 13% African American, 16% Asian or Pacific Islander, 28% Caucasian, and 43% Hispanic. Approximately 44% of our students are on free or reduced lunch. The majority of these students indicate a strong interest in pursuing a post-secondary education.

As a district-wide implementation of special emphasis programs, Clark High School is the site of three magnet programs. The Academy for Mathematics, Science and Applied Technology (A.M.S.A.T.) offers accelerated classes in mathematics and science. The Teacher Education Academy at Clark High (T.E.A.C.H.) offers students unique curriculum for prospective educators. Our Academy of Finance (A.O.F.) program introduces students to the professional working world of business and finance with opportunities to be assigned a business mentor and serve a paid internship.

The following Clark programs support and assist students in passing the Nevada High School Proficiency Exams: Read 180 Reading Intervention Program, Read XL Reading Improvement Program, AVID Advancement Via Individual Determination, Teaching Reading Across the Curriculum for Success (TRACS), Clark Challenge Program, Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), T.E.A.C.H. Mentoring program, and Strategies for Success.

The highest weighted grade point average at Clark High School is 4.7. Clark had ten valedictorians in 2005; currently in 2006, we have ten valedictorians attaining a 4.7 grade point average and three salutatorians attaining a 4.6 grade point average. Clark also offers 124 advanced placement and honors courses for juniors and seniors. For the class of 2005, students were accepted and enrolled at the following colleges and universities: Stanford, Harvard, Yale, Johns Hopkins, Duke University, Air Force Academy, Berkeley, Boston University, Northwestern, Michigan, University of Southern California, University of Nevada-Reno, University of Nevada-Las Vegas, Nevada State College, and Community College of Southern Nevada.

Numerous awards have been received by Clark High School including two consecutive national science bowl championships, three consecutive varsity quiz championships, numerous national merit scholarship winners each year; in fact, over two million dollars in scholarships is earned each year by Clark students. Excellence in Education awards have been received for the three magnet programs and TRACS, national and regional recognition in sports, vocal music, and dramatic competitions. The Clark High School band, orchestra, and choir appear regularly at community sponsored activities and have performed for many national events including the Fiesta Bowl in 2005, and Disney World in Orlando, Florida in 2006. Clark Charger athletes have won championships in various sports, including a 2006 championship in soccer. Over thirty active clubs and organizations are available for student participation.

Clark is moving forward because we are capitalizing on "affiliations" whereby every student has a genuine "authentic" place of belonging within the school. Each teacher constantly analyzes ways his/her courses can become a unique place of belonging for each child in our school. Clark truly is a place where students receive an "Education Today, for Tomorrow's World."

Representatives: Mr. Ronnie Tee Smith, Principal; Mrs. Gerrie Pantle, Assistant Principal; Mrs. Kathy McIlvaine, Counselor; Mrs. Shirley McLees, Magnet Theme Coordinator, Mrs. Cynthia McCoy, Teacher; & Mr. Roger West, Teacher

Highlighted Nevada Schools

Coral Academy of Science Charter School Washoe County School District

Executive Director – Ben Karaduman

Coral Academy of Science (CAS) is a tuition-free, college-preparatory charter school teaching students in a small, diverse community to be successful in a globally-oriented environment. CAS started with 57 students in grades 7-8 in 2000 and has added one grade level each year. Today, the school serves 361 students in grades 6 through 12. The school has been given approval to add elementary grades and eventually will enroll students in grades K through 12. Coral Academy of Science is accredited through Northwest Association of Accredited Schools.

Coral Academy of Science emphasizes mathematics, science and technology through extra courses in these subjects and strong after school programs. College preparatory goals are the cornerstone of the curriculum. Flexibility in the choice of programs and strict adherence to accepted practices make the school both attractive to parents and successful with our students. CAS students participate in local and national fairs, competitions and academic challenges every year such as Science Olympiads, Science Fairs, MathCounts, Robotics, Word Power Challenge, Spelling Bee, Drama, Soccer, Art etc. In our six year history, CAS students have won remarkable awards in these activities.

Although the school is located in an urban area populated by people with low SES, quality students come from all over Washoe Valley because of the school's solid academic reputation. Of the 361 students, the percentages of male and female students are 53.5% and 46.5% respectively. The ethnic picture of the school consists of 62% white, 3% African American/Black, 1.7% American Indian, 25.2% Hispanic and 8.3% Asian/Pacific Islander students. The school's special programs have 18.6 % FRL, 8% IEP, 7.8% LEP and 5.5%GT certified students. Attendance and transient rates are 95.5% and 26.5% respectively. The most remarkable change in the demographics over the last three years has been the increase in our Hispanic population from 14% to 24.9%.

Students and parents prefer CAS because of smaller classes, a safe environment, high expectations, and a college bound focus. The school has established clear policies to help parents and students understand what the expectations are at CAS and how we accomplish our mission. Academic Probation and Incentive Programs help students academically and socially. To ensure cultural stability, CAS provides orientation and training for the faculty regarding consistent implementation of school wide and classroom rules and procedures. Our expectations are made clear to parents and students who are considering the school as a potential educational alternative. However, as a public school, CAS has some students enroll who do not fit the school's mission and culture. For these students, we provide academic interventions through After School Tutoring and online Skills Tutoring programs. High parental involvement plays a crucial role in student achievement at CAS.

Coral Academy of Science's standardized test scores have always been at or above the district and state averages. CAS met the Adequate Yearly Progress (AYP) in the first year and has been designated as a "High Achieving" school for the last two years. CAS also administers the Stanford 10 achievement test school wide at the beginning and end of the year to measure progress in student achievement.

Representatives: Ben Karaduman, Executive Director; Steve West, Dean; Mike Pacheco, Math Teacher; Linda Dawson, English/Social Studies Teacher; Martin Braik, Science Teacher; & Jennifer Morris, English/Social Studies Teacher.

Highlighted Nevada Schools

Las Vegas Academy Clark County School District

Principal: Stephen Clark

Established In 1992 by a task force of district, university and community representatives, the Las Vegas Academy is a magnet school which brings together culturally diverse students from all over Clark County. On August 22, 1993, 735 excited students entered the doors of the new Academy to pursue international studies and the performing arts. Because the program flourished during its first year, the decision was made to add the Visual Arts component. One year later, In August of 1994, over 1100 students were enrolled In the Academy, and the school became one of the most popular programs in the Clark County School District. Today, close to 1500 students enjoy this nationally recognized school.

Located In the center of the Las Vegas High School Historical District, an historic urban shopping district, the Academy offers students in grades 9 through 12 the opportunity to pursue a major In dance, vocal music, Instrumental music, International studies, mariachi ensemble, piano, theatre or theatre technology, visual arts, and world jazz studies. In addition, students take all of their academic classes at the Academy. Students attend each class for 86 minutes per day as compared with the standard 50 minutes in a comprehensive high school. The Academy Is on a modified block schedule: academic classes meet every other day; major classes meet every day. This scheduling provides for more intensive Instruction in the student's chosen major area. Students also attend an extended school day-one hour longer than the comprehensive high schools.

The Academy offers students an "intellectually challenging learning experience" and empowers them with the "skills and knowledge to compete successfully in the International workplace." Since opening, the school has placed at the top of the Clark County School District's academic program with standardized test scores maintained at the 75th or better percentiles. Sixty percent of its graduating seniors enroll in four-year universities each year and another ten percent enter junior colleges for a grand total of seventy percent enrollment at the university level.

The Academy has received national, state, and local accolades, including those from the White House, Senators Reid, Bryan, and Ensign, former Governor Bob Miller and former Las Vegas Mayor Jan Jones. The Academy has received eight Grammy Signature School awards for excellence in music programs and has been recognized by the International Network of Performing and Visual Arts schools as a STAR school. In addition, in 2000, the U.S. Department of Education recognized the Academy as a New American High School. In 2002, the U.S. Department of Education honored the Academy as a U.S. Blue Ribbon School, making it one out of only 17 high schools in the country to have received both prestigious awards.

The Las Vegas Academy offers unique opportunities to students interested in the arts; it is also known for its academics. The Academy prepares students to be successful artistically and academically. The Academy Jazz II band performed 6 concerts over 9 days in England; students in the band also conducted workshops.

The dance department was invited to perform at the National High School Dance Festival held in Miami, Florida. Over 1500 people attended their showcase performance.

LVA utilizes Edline as a means of communicating student achievement and progress to both parents and students.

The Academy has a cadre of teachers trained in effective strategies for PLC (Professional Learning Community)

First school in the state of Nevada to introduce a "Latin American Studies" course into the school curriculum.

LVA has received the Grammy for eight consecutive years. (LVA is the only school in the nation to have achieved this.)

Sister School Exchange Program has relationships with schools in France, Spain, Germany and England.

Mission Statement

The mission of the Las Vegas Academy is to ensure a diverse student population with multiple intelligences the opportunity to develop creativity in an interdisciplinary environment, to encourage and share ideas, and to develop knowledge and skills through a comprehensive educational program or academic and artistic training.

Highlighted Nevada Schools

Pahranagat Valley High School Lincoln County School District

Principal: Steven Hansen

Pahranagat Valley High School currently provides services for 89 students who live in an area with a 70 mile radius. The High School currently employs 11 faculty and 11 other service providers with various job descriptions.

Students excelled on the Reading and Writing portion of the High School Proficiency Exam (HSPE) with 87% meeting or exceeding the standards range of achievement in Reading, and 97% meeting or exceeding the standards range of achievement in Writing. In Mathematics, 71% of students met or exceeded the standards range of achievement. Based in part on these scores, our school was designated with a high-achieving status by the Nevada Department of Education through their accountability and Adequate Yearly Progress (AYP) reporting process.

Because we have a small student body population, our staff knows each student personally, is more able to recognize those with special needs and therefore address those needs in a timely manner. When a student is found to be falling behind in a class based on weekly grade assessments, their situation is discussed in a professional learning community (PLC) planning meeting with the staff, the student is notified, and actions are determined based on the individual needs of the student. Some options we use are lunch-time and after school remediation. When necessary, a student will be taken out of a vocational class and placed in a study hall where they are able to have access to peer tutoring. Another avenue we have taken to improve our remediation process is by implementing an Intersession Quarter of Study.

An Intersession Quarter of Study is four weeks of intense study and evaluation in which students requiring remediation are given the opportunity to improve academic achievement, at the same time providing academically challenging classes for high-achieving students. This is also a time in which we are able to offer classes that we aren't usually able to offer because of staffing limitations, such as: Drama, Astronomy, Ornithology, and Photography.

Pahranagat Valley High School has a well established tradition of excellence in both academics and athletics. We have strong community attendance to many of our school activities and our schools are a major center of activity in the community. The parents are supportive in every aspect of their student's education. This translates to success in curricular, co-curricular, and extra-curricular activities.

Alamo is known for its teamwork and enthusiasm. The school foyer is lined with trophies from 70 years of athletic and academic achievements. Lasting memories, traditions, and championships are embedded in the culture of PVHS.

Many of our students go on to attend universities, colleges, or other post-secondary institutions with the help of scholarships and awards received as a result of their efforts and achievements at Pahranagat Valley High School. Our school and community have been well represented by our students after they leave. Numbered among our alumni are doctors, lawyers, computer scientists and programmers, engineers, CPA's, biologists, chemists, professors, teachers, business owners, and the list goes on. One can see why we take pride in what PVHS does for our children.

Representatives: Steven Hansen, Principal; Kenneth Higbee, English Teacher; Christine Foisy, FACS; Tanya Mortensen, Secretary.

Highlighted Nevada Schools

Rancho High School Clark County School District

Principal – Robert Chesto

Rancho High School has been serving the students and families of North Las Vegas since 1954; it is an urban school where a vision of opportunity and achievement is shared with all stakeholders including students, parents, staff members, friends, businesses, community leaders, and the media. A proactive approach to learning and relationship building, coupled with consistent, progressive discipline and high expectations for all students, positively affects the learning environment. Continued Professional Development and Structured Teacher Planning Time occur on a weekly basis due to the Smaller Learning Community (SLC) design. Teachers and administrators set an example of life-long learning, empowering students to be metacognitive and reflective. The 85-minute “block” schedule allows differentiated instruction directed to varied learning styles. While Rancho has been on the needs improvement list for the past two years, the school, Alumni Association, and community are committed to breaking this trend and have already experienced significant gains.

During the 2004-2005 school year, there was a 21% increase in ELA scores and a 12.7% increase in Math scores. Rancho’s students and parents are showing their commitment to our goals by the increase in test scores and an ADA of 95%. With a clear plan and vision for future success, and a positive attitude, Rancho will make these expectations a reality!

Rancho is an ethnically diverse campus, with 3,055 students overall (1,529 male and 1,526 female). The predominant culture is Hispanic (1,900), followed by White (613), Black / African American (335), Asian / Pacific Islander (182), and American Indian / Alaskan Native (25). Rancho’s student population also includes students who are Limited English Proficient (1,074), transient (34%), who qualify for Free or Reduced Lunch (1,511), or are students with special needs (287). In 2005, 377 seniors graduated and two-thirds planned on attending post-secondary education. Data from 2000 to 2005 indicated a consistent increase of students requesting transcripts to post-secondary institutions, from 20% to 55%. Graduates who planned on working at least 20 hours per week numbered 117. Unfortunately, 10.3% of the Class of 2004-05 dropped out of school before graduating.

To increase the number of students that transition to a post-secondary setting, Rancho is currently implementing a program which provides an opportunity for students to enroll in select Community College of Southern Nevada (CCSN) classes for which they may receive dual credit. Although instruction is facilitated by CCSN Adjunct Instructors, on-site support is available to each student registered in these courses. By providing additional assistance, students will become acclimated to the rigors of college-life, build the self-confidence needed to be successful in academia, and have a seamless transition to post-secondary endeavors. Other school improvement efforts consist of researched-based instructional strategies and programs. These include: AVID (Advancement via Individual Determination), Cornell Notes, Project CRISS—Creating Independence through Student-owned Strategies, HQSI (Highly Quality Sheltered Instruction for ELL); Read 180, Silent Sustained Reading and Writing (SSR/SSW), GEAR UP, Aviation & Medical Magnet, PLATO, 4x4, Professional Learning Communities (PLC’s); Breaking Ranks; SLC; Career Pathways; Family Leadership Project, and an Advanced Placement Program that currently includes nineteen classes. Additionally, over 40 organizations (from National Honor Society to Hip Hop Dance Club), coupled with the 4R program (Respect, Recognition, Responsibility, Relationships); provide a forum for students who may otherwise be “overlooked.”

Rancho will continue to augment its effective programs and, beginning in the Spring of 2006, will expand CCSN course offerings and enhance differentiated learning by incorporating instructional tools such as Destination Math/Reading and Rosetta Stone. By enriching the learning environment with software that aligns curriculum to district standards, Special Education and regular education students will improve their performance. During the Summer of 2006, Rancho will welcome their first 8th grade Transition Program students onto the high school campus. The primary focus of this program will be on character education, skill development, and relationship-building, developing a sequenced career plan, and setting goals for future success. Project CRISS will also be introduced during the Summer Academy. At that time, teachers will be trained in, and will practice, CRISS strategies which will be implemented during the 2006-07 school year. The leadership teams consisting of site administrators, Magnet, “House,” and Department Coordinators, faculty, parents, and the alumni association, will continue to monitor effectiveness, problem-solve, and assist in the training and implementation of academic programs and extra-curricular projects. Truly the philosophy of “No Child Left Behind” is embraced by Rancho High School and we are honored to be selected for the Nevada Honor Grant High School Project.

Representatives: Brenda Daw, Dean of Students; Terry Henderson, Learning Strategist; Al Pappalardo, Assistant Principal; Mary Scott, Assistant Principal; Bob Tarter, Assistant Principal.

Highlighted Nevada Schools

Silverado High School Clark County School District

Principal – Mark Coleman

Mission Statement

Our mission at Silverado High School is to provide all students equal opportunities to become responsible individuals able to adapt effectively and to contribute productively in an ever-changing world, and to ensure all students, parents, faculty, and staff are provided the resources necessary to achieve this goal.

Demographics	Student Ethnicity		Average Daily Attendance	
Total Students:	2,636		Total:	94.2%
American Indian/ Alaskan Native:	25	= 0.9%		
Asian/ Pacific Islander:	317	= 12%		
Hispanic:	489	= 18.6%	Average Class Size	
Black/ African American:	192	= 7.3%		
White:	1,613	= 61.2%	English	28
IEP:	235		Mathematics	31
LEP:	127		Science	31
FRL:	18		Social Studies	34

Programs

Culinary / Food Gallery, Commercial Design, Broadcast, Performing Dance, Choir, Jazz Band, Orchestra, Theater, Publications/ Yearbook, Journalism/ Newspaper, Daily Perk, Student Store, Cheerleading, Global Lab, SMART Grad, Forensics, READ 180, English Language Learner classes

Clubs

There are 75 Clubs & Activities Including: Student Council, Key Club, Interact Club, Empty Bowls, Make-A-Wish, National Honor Society, Peer Helpers, Ping Pong Club, Ski Club, Skyhawk Connection, Taiko Drum, Wrestlerettes, Mascots, Scandinavian Club

Principal's Highlights

The responsibility of Silverado High School is to provide all students equal opportunities to learn. The responsibility of preparing for college and work lies with the student and parent.

- o Silverado became the first high school in Clark County to implement Online Course Selections through Edline (2005).
- o Silverado's Culinary Team placed 1st and 3rd in the State Culinary Competition.
- o Six students earned positions in the All State Band, one in the Jazz Band and one in the National Honors Orchestra.
- o Silverado hosted the National Association of Student Council Conference in 2004
- o Advanced Placement tests resulted in over 75% of the students scoring three or higher.
- o Silverado won their first State Championship in Men's Soccer in 2004 – 2005.
- o Silverado Yearbook earned the National Scholastic Press Association, Best of Show Award for 2005-2006

Parent/Community Involvement

Silverado High School provides meaningful communication with parents, family and the community on a regular and continual basis. Parents volunteer to be members of the School Improvement Team committee. Responsibilities included attendance at monthly meetings with faculty, student, and administrative representatives to evaluate and implement suggestions to improve student achievement, access and accountability. Newsletters containing information about school news, student achievement, student recognition, and school activities are made available to parents on www.edline.net and www.silverado.org. Due to the high percentage of parents and students activated on Edline, communication such as emails regarding testing and surveys can quickly and easily be disseminated. Meetings were held with parents on an ongoing basis to provide information about school curriculum, classroom instruction and student achievement. Some examples include: Parent Advisory Committee (PAC), scholarship and financial aid.

Highlighted Nevada Schools

White Pine High School White Pine County School District

Principal – Adam Young

White Pine High School is located in Ely, Nevada. There are 420 students with 26 full or part time teachers. The school is in its 93rd year of continual accreditation and has been designated as “High Achieving” by the Nevada Department of Education for two consecutive years.

The staff at WPHS has demonstrated a laser-like focus for the past two years. After establishing a shared understanding of our school’s vision—All students can learn at high levels—the staff has worked collaboratively to define what this learning entails, how to measure it, and what to do when students are not responding.

Professional development is a very important element in WPHS’s school improvement efforts. We have come to understand that the first and most successful intervention to students not learning is the instruction they receive in the regular classroom. Hence, we have invested a great deal of effort into our professional development. Currently, the school’s instructional staff meets every two weeks in Department Teams to do our best to answer DuFour’s three questions. In addition, the instructional staff spends time studying best practices research. Presently, this consists of working through Marzano’s “Handbook for Classroom Instruction that Works.” Last, the staff has learned for two consecutive years about student engagement from Louis Mangione.

A second important component on the staff side is that of collaborative professional learning. This, of course, fits in with the above, but is more inclusive. Each member of the instructional staff made commitments nearly three years ago to work as a team and to always strive to be better. We all have to remind ourselves of these commitments. We try to focus all of our discussions on student learning and to be open to new ideas. Moreover, we try (but do not always succeed) to do this as teams of teachers working towards the common goal of “All students can learn at high levels.” One example of this approach is the WPHS Observation Framework. This involves teams of our own teachers observing each other in a round robin format, with each teacher playing three roles by the time the process is complete—coach, observer, and teacher. The goal of this endeavor is to continue having discussions about what is most important (student learning) and the various approaches that can be used to ensure that it is taking place. The second goal is to ensure that the professional development occurring on a regular basis is being applied to the classroom. The culture has evolved—teachers expect excellence from themselves.

There are several approaches WPHS has taken to change the culture among students too. The first is Freshman Achievement. This is an intervention program that requires freshmen to earn their off campus lunch privileges by attending a 25 minute class (during the school’s hour lunch) that shows them how to be successful in high school. All freshmen attend this for the first nine weeks of school. At that point, those who have mastered the outcomes, earned a 2.0 grade point average, have no Fs, and have not been suspended graduate from the program. Those who have not achieved these criteria remain in the program until they do. This program reduced our freshmen failure rate over the course of one year by half.

Second, WPHS has a policy of mandatory tutoring. This is set up so that teachers may assign students tutoring for not turning in essential assignments. Rather than letting students off the hook with zeros, it requires them to attend lunch or after school tutoring until the assignments are completed satisfactorily. In addition, on WPHS’s early release Wednesdays, all students who are failing a core class are required to attend tutoring during the two hours that all of the other students are released. The importance of mandatory tutoring cannot be understated! It has taken nearly a year, but students now expect to be assigned tutoring when they do not turn in.

Distinguished Schools

In addition to recognizing the Highlighted Schools, the Nevada Department of Education is pleased to recognize the efforts of the following schools identified as Distinguished Title I, Exemplary and High Achieving.

2005-2006 Distinguished Title I Schools

Cahlan-Edison Elementary—Clark County School District
David E. Norman Elementary—White Pine County School District
Desert Heights Elementary—Washoe County School District
Dyer Elementary—Esmeralda County School District
Hillside Elementary—Storey County School District
Jackpot Combined School—Elko County School District
J.G. Johnson Elementary—Nye County School District
C.C. Meneley Elementary—Douglas County School District
Northside Elementary—Churchill County School District
Panaca Elementary—Lincoln County School District
Pershing County Middle School—Pershing County School District
Schurz Elementary—Mineral County School District
Winnemucca Grammar—Humboldt County School District

Title I Regional Honors

Silver Springs Elementary—Lyon County School District

2004-2005 Exemplary Schools

Andre Agassi College Preparatory Charter (Middle)—Clark County School District
Battle Mountain High School—Lander County School District
George Whittell High School—Douglas County School District
Lund Elementary School—White Pine County School District

Distinguished Schools

High Achieving Schools

Verdi Elementary—Washoe County School District
Churchill County Jr High School—Churchill County School District
Bass Elementary—Clark County School District
Cahlan Elementary—Clark County School District
Kay Carl Elementary—Clark County School District
Cartwright Elementary—Clark County School District
Laughlin Jr/Sr High School—Clark County School District
Staton Elementary—Clark County School District
Virgin Valley High—Clark County School District
Advanced Technologies Academy—Clark County School District
Boulder City High—Clark County School District
Community College West—Clark County School District
Garrett Middle School—Clark County School District
Givens Elementary—Clark County School District
Goolsby Elementary—Clark County School District
Las Vegas Academy—Clark County School District
Lundy Elementary—Clark County School District
McDoniel Elementary—Clark County School District
John F. Miller Elementary—Clark County School District
Helen J Stewart School—Clark County School District
Kingsbury Middle School—Douglas County School District
Zephyr Cove Elementary—Douglas County School District
Carlin High School (Middle)—Elko County School District

Distinguished Schools

Spring Creek High School —Elko County School District
Wells High School—Elko County School District
Elko High School—Elko County School District
Eureka County High School (Middle)—Eureka County School District
Eureka Elementary—Eureka County School District
Battle Mountain Junior High School—Lander County School District
Mary S Black Elementary—Lander County School District
Lincoln County High School—Lincoln County School District
Pahranagat Valley High School—Lincoln County School District
Pahranagat Valley Middle School—Lincoln County School District
Panaca Elementary—Lincoln County School District
Pioche Elementary—Lincoln County School District
Smith Valley High School—Lyon County School District
Dayton High School—Lyon County School District
Beatty High School—Nye County School District
Tonopah High School—Nye County School District
Hugh Gallagher Elementary—Storey County School District
Virginia City Middle School—Storey County School District
Caughlin Ranch Elementary School—Washoe County School District
Coral Academy of Science Charter—Washoe County School District
Damonte Ranch High—Washoe County School District
Drake Elementary School—Washoe County School District
Incline High School—Washoe County School District
Incline Middle School—Washoe County School District

Dining at GVR

Located at Green Valley Ranch

China Spice

(Ext. 7002, 7009, 7010)

Sunday thru Thursday: 5:00PM - 10:00PM

Friday & Saturday: 5:00PM - 11:00PM

ACCEPTS RESERVATIONS FOR 6 OR MORE

Sushi & Saki

(Ext. 7001)

Sunday thru Thursday: 5:00PM - 11:00PM

Friday & Saturday: 5:00PM - 1:00AM

ACCEPTS RESERVATIONS FOR 6 OR MORE

The Feast Buffet

Monday - Friday: Breakfast 8:00AM - 11:30AM

Monday - Friday: Lunch 11:30AM - 3:00PM

Monday - Thursday: Dinner 4:00PM - 10:00PM

Friday - Sunday: Dinner 3:30PM - 10:00PM

Friday - Sunday: Brunch 8:00AM - 3:30PM

RESERVATIONS ARE NOT ACCEPTED

Original Pancake House

Sunday - Saturday: 6:00AM - 10:00PM

RESERVATIONS ARE NOT ACCEPTED

Fado Irish Pub

Sunday - Thursday: 11:00AM - 2:00AM

Friday - Saturday: 11:00AM - 3:00AM

RESERVATIONS ARE NOT ACCEPTED

The Grand Cafe

Sunday - Saturday: 24 hours

RESERVATIONS ARE NOT ACCEPTED

Il Fornaio

(Ext. 7530)

Sunday - Thursday: 11:30AM - 10:00PM

Friday - Sunday: 11:30AM - 11:00PM

ACCEPTS RESERVATIONS

Located in The District

Kennedys

702-320-8100

Open 24 hours

ACCEPTS RESERVATIONS

PF Changs

702-361-3065

Sunday - Thursday: 11:00AM-11PM

Friday - Saturday: 11:00AM - 12:00Midnight

ACCEPTS RESERVATIONS

Kings Fish House

702-835-8900

Daily: 11:00AM-10:00PM

ACCEPTS RESERVATIONS

Lucille's Barbque

702-257-7427

Sunday - Thursday: 11:00AM - 10:00PM

Friday - Saturday: 11:00AM - 11:00PM

RESERVATIONS ARE NOT ACCEPTED

Elephant Bar

702-361-7468

Sunday - Thursday: 11:00AM - 11:00PM

Friday - Saturday: 11:00AM - 12:30AM

RESERVATIONS ARE NOT ACCEPTED

Located Nearby

Claim Jumper

702-933-0880

(located across Freeway, 2 minutes away)

Friday - Saturday: 11:00AM - 11:00PM

Sunday - Thursday: 11:00AM - 10:00PM

ACCEPT RESERVATIONS FOR 8 OR MORE

Chicago Zone

702-592-5035

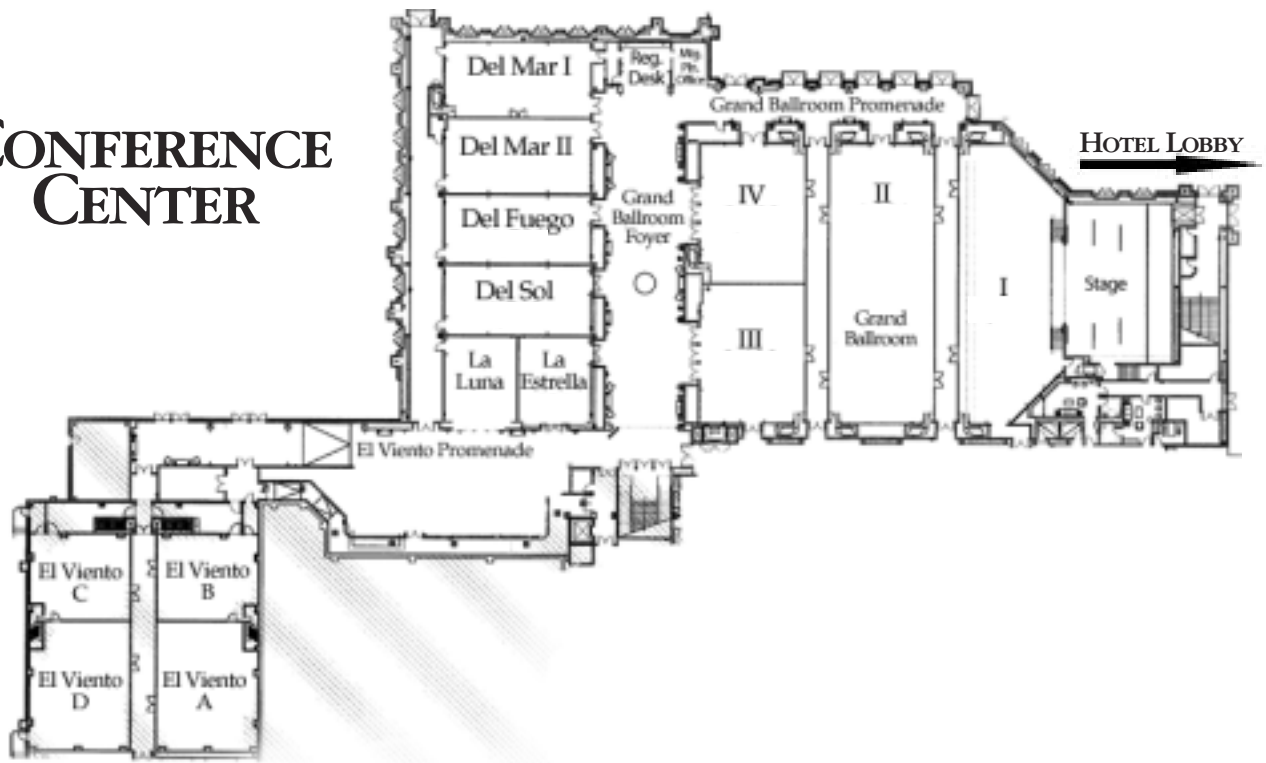
(a 5-minute drive)

Daily: 11:00AM - 3:00AM

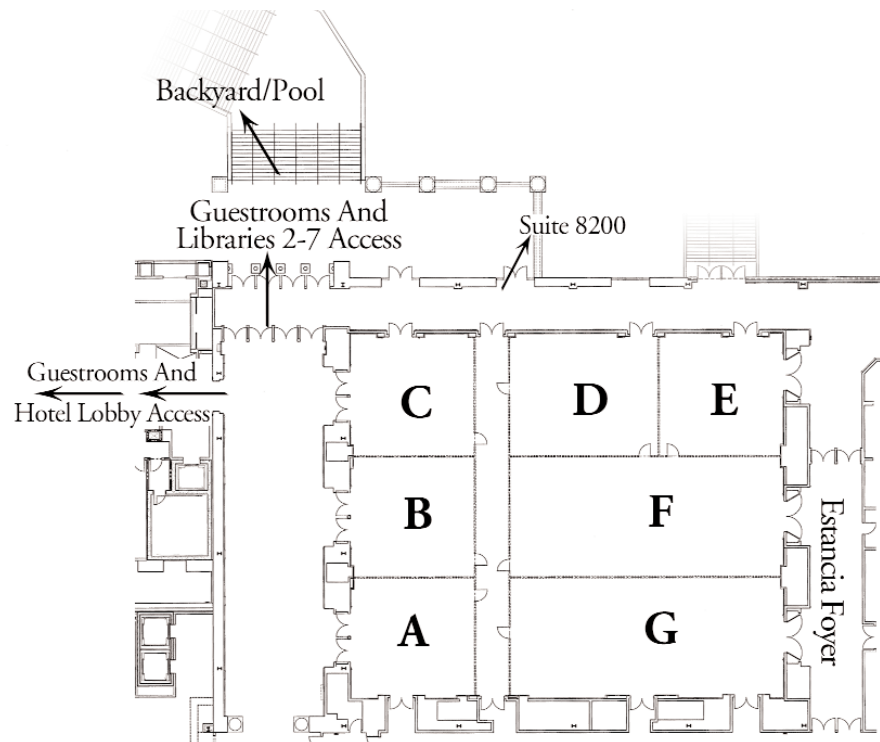
ACCEPTS RESERVATIONS

Conference Center

CONFERENCE CENTER



ESTANCIA BALLROOM



Disasters

10 Nonfiction Chapter Books for Reluctant Readers



- ▲ Reading level
4.0 to 5.0
- ▲ Interest level 6 to 12,
Adult
- ▲ 64-page nonfiction
books



3 Watson, Irvine, Ca 92618-2767
Toll Free: 1 (888) SDL-BACK
Toll Free Fax: 1 (888) SEI-4010

- ▲ Ten 16-page Teacher's Resource Guides with reproducibles for each book
- ▲ Activities include: vocabulary skills, comprehension, interpretation, personal reflection, and demonstrating a critical stance
- ▲ Timelines, key terms, interesting facts, dramatic photographs, and bibliography



Making the Difference

Thank you for your interest in SRA!

As you end the school year, consider SRA materials with your "Left-over" Budgets and Grants. SRA is the leader in providing the most effective and proven materials.

Recommended for Intervention, Title 1, and Special Education:

- Corrective Reading - Reading Intervention Gr. 4-12
- Language for Learning ,Thinking and Writing – Vocabulary, Language and Writing Development Gr. K-2
- Reading Mastery Grades K-6
- SRA Reading Labs (Gr. 1-12) – Remember the SRA Reading Labs? For over 40 years, SRA Reading Labs have helped students with reading skills
- Number Worlds (PreK-6) intensive math intervention program
- SRA Math and Science Labs
- Open Court Reading Phonics Kits Gr. K-3
- Early Interventions in Reading (Gr. 1-2)
- Kaleidoscope – Reading Intervention Gr. 2-6
- Open Court Reading – The most comprehensive and proven program for Grades K-6

Please contact Suzan Campbell @ 503 806-2455 or 503 233-2069,
e mail suzan_campbell@mcgraw-hill.com for more information or samples.

A background image showing a calm lake in the foreground with several white buoys. In the distance, a range of mountains with patches of snow is visible under a cloudy sky.

See you next year!

2007 Mega Conference
April 27 – 29, 2007
Harrah's/Harveys
South Lake Tahoe, Nevada

Get entered into the drawing to win a complimentary registration to next year's conference by getting your vendor form stamped! See page 6 for more information.